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ABSTRACT

Prior to a UNESCO International Congress on the planning and management of educational development, a survey on educational planning and management in the world was undertaken. The survey questionnaire was sent to all members states of UNESCO, and, at the time of the conference, 50 countries had replied. This document provides a descriptive synthesis of the responses of the 50 countries. The synthesis falls into six categories: (1) the educational planning/management process; (2) educational planning missions/goals; (3) implementation, management, monitoring; (4) the information/knowledge basis; (5) educational planning, management successes, problems, innovations; and (6) provisional conclusions: lines of force of educational planning and management today. The survey questionnaire used in this research is included in an annex. (DB)

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SURVEY ON THE SITUATION OF EDUCATIONAL PLANNING AND MANAGEMENT IN THE WORLD
- A PROVISIONAL SYNTHESIS -

SO 021 248

MEXICO
26-30 MARCH 1990

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SURVEY ON THE SITUATION OF EDUCATIONAL PLANNING AND MANAGEMENT IN THE WORLD
- A PROVISIONAL SYNTHESIS -

Document prepared by Mr L. Tiburcio, Division of Educational Policy and Planning and Ms F. Federici (consultant). As it is a provisional text, the views expressed do not necessarily represent the opinions of Unesco.

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CONTENTS

	Page
INTRODUCTION	1
METHODOLOGICAL ASPECTS	2
A. THE EDUCATIONAL PLANNING/MANAGEMENT PROCESS	3
1. (a) Roles and functions	3
(b) Products	4
(c) Actors: internal co-ordination	5
(d) Actors: external co-ordination	6
2. Social/community participation	7
B. EDUCATIONAL PLANNING MISSIONS/GOALS	9
C. IMPLEMENTATION, MANAGEMENT, MONITORING	13
D. THE INFORMATION/KNOWLEDGE BASIS	15
1. Availability of basic information	15
2. The statistical basis	16
3. Current research	16
4. Observations	21
E. EDUCATIONAL PLANNING/MANAGEMENT SUCCESSES, PROBLEMS, INNOVATIONS	23
F. PROVISIONAL CONCLUSIONS: LINES OF FORCE OF EDUCATIONAL PLANNING AND MANAGEMENT TODAY	27
Annex: Survey on the situation of educational planning and management in the world. Questionnaire	

INTRODUCTION

For the purpose of preparing the International Congress 'Planning and Management of Educational Development' (Mexico City, 26-30 March 1990), Unesco has carried out a survey on the situation of educational planning and management in the world.

The main purpose of this undertaking is to stimulate a fruitful exchange of information in this field, and to draw up one or more global profiles of educational planning and management processes.

The survey questionnaire was sent to all Member States of Unesco. To date, 50 countries have replied. It has therefore seemed necessary to prepare a provisional synthesis, one that is more descriptive than explicative, in the hope that participants in the Congress will, directly upon their return, mobilize the responsible authorities of their countries in order that the survey may be completed.

The countries that have replied to the survey questionnaire as at 1 February 1990 are the following (the replies received after that date will be taken into account in the final version of the synthesis):

AFRICA (11)

Angola
Benin
Burkina Faso
Burundi
Cameroon
Congo
Ethiopia
Ghana
Mauritius
Niger
Zimbabwe [1]

ARAB STATES (8)

Kuwait
Mauritania
Morocco
Qatar
Sudan
Syria
Tunisia [1]
United Arab Emirates

ASIA AND THE PACIFIC (8)

Indonesia
Japan
Maldives
Philippines
Republic of Korea
Sri Lanka
Thailand
Viet Nam

1. Countries which sent two replies, one relating solely to higher education.

EUROPE AND
NORTH AMERICA (12)

Bulgaria
Cyprus
Czechoslovakia
Finland
German Democratic Republic
Germany (Federal Republic of)
Greece
Luxembourg
Poland
Portugal
USSR
Yugoslavia

LATIN AMERICA AND
THE CARIBBEAN (11)

Chile
Cuba
Dominica
Dominican Republic
El Salvador
Guyana
Haiti
Jamaica
Nicaragua
Trinidad and Tobago
Venezuela

METHODOLOGICAL ASPECTS

With a few exceptions, this survey has been based on open-ended questions, designed to enable countries freely to formulate their considerations and to outline their experiences and situation. This approach led to opting for content analysis as the most appropriate method, while at the same time identifying those features that are common to several countries and those aspects of their experience that distinguish them from one another.

A major difficulty in analysing replies arose as a result of the disparity both in terms of length and of the degree of explanatory or descriptive detail. Some countries sent back brief, not to say laconic replies, while others dwelt at length on particular aspects of the question. In such circumstances, it was occasionally necessary to omit a number of features or details in order not to isolate or single out certain experiences or considerations that might in fact be shared by other countries that replied more briefly.

Moreover, it was considered useful to analyse the replies from a regional perspective in order to establish points of reference in relation to the regional studies prepared for the Congress.

In order to facilitate perusal of the synthesis that follows, the text of the questionnaire sent to Member States is annexed to this document.

A. THE EDUCATIONAL PLANNING/MANAGEMENT PROCESS

1. (a) Roles and functions

By and large, all the functions proposed in regard to the educational planning and management processes were rated important or very important by the majority of countries. However, in the countries of the Africa region and in the Arab States, the difference in the degree of importance attached to these functions is more marked than in other regions.[1] It is also in these first two regions that the budgetary analysis and management function (Africa) and that of the management and implementation of activities (Arab States) are either little developed, or in many cases the subject of the educational planning and management process. Some African countries drew attention to the problems arising in regard to national capacity to discharge these functions (qualitative and quantitative aspects).

As regards the Arab States, this is seen as a matter of the essentially technical status of educational planning, while decision-making is exclusively a matter of policy.

TABLE 1

Importance attached to the roles/functions of the educational planning/management process, by region

Region	Score	Roles/functions (i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)
Africa	1	8	5	3	2	7	2	4	4	4
	2	1	5	8	5	3	6	2	5	6
	1+2	9	10	11	7	10	8	6	9	10
	3	1	0	0	2	0	2	5	1	0
Arab States	1	8	5	2	1	4	2	2	2	5
	2	0	2	4	6	4	5	5	1	2
	1+2	8	7	6	7	8	7	7	3	7
	3	0	1	2	2	1	2	2	3	2
Asia and the Pacific	1	4	4	4	4	5	3	3	4	4
	2	1	1	1	1	0	1	2	1	1
	1+2	5	5	5	5	5	4	5	5	5
	3	0	0	0	0	0	1	0	0	0
Europe	1	10	8	8	6	10	9	8	5	6
	2	2	4	4	4	2	2	4	4	5
	1+2	12	12	12	10	12	11	12	9	11
	3	0	0	0	2	0	1	0	3	1
Latin America and the Caribbean	1	9	6	7	2	8	5	8	5	4
	2	2	4	3	6	3	4	2	4	7
	1+2	11	10	10	8	11	9	10	9	11
	3	0	1	0	3	0	2	1	2	0
Total	1	39	28	24	15	34	21	25	20	23
	2	6	16	20	22	12	18	15	15	21
	1+2	45	44	44	37	46	39	40	35	44
	3	1	2	3	9	1	8	8	9	3

1. For example, the role played by planning in the decision-making process is regarded as less important in Africa and in the Arab States than in the other regions.

(b) Products

With regard to the products[1] or tools generated within and by the educational planning/management process, it is to be noted that importance is attached more or less across the board to the different types specified. A number of countries (10) referred to the absence of any laws considered as products generated within the planning/management process, in particular in the Africa region.

In addition, the role played by international aid in the preparation and implementation of educational projects was emphasized by Angola, a situation which may be acknowledged to be true also of other countries, particularly in the Africa region.

Operational products (annual plans and budgets) and medium-term products are mentioned by the vast majority of countries. In Guyana, by contrast, it seems that a new (longer term) approach to educational planning and management processes has been developed in recent years.

TABLE 2

Importance attached to the various types of product generated by the planning process, by region

Region	Score	Products (i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)
Africa	1	6	6	6	3	8	2	4
	2	2	2	2	5	1	1	5
	1+2	8	8	8	8	9	3	9
	3	3	0	1	1	0	5	2
Arab States	1	5	3	5	5	3	2	1
	2	1	2	2	1	4	4	5
	1+2	6	5	7	6	7	6	6
	3	2	3	1	1	1	1	1
Asia and the Pacific	1	5	5	5	6	4	2	3
	2	1	1	1	0	2	2	2
	1+2	6	6	6	6	6	4	5
	3	0	0	0	0	0	2	1
Europe	1	8	8	7	12	9	7	6
	2	3	4	4	0	1	4	5
	1+2	11	12	11	12	10	11	11
	3	0	0	1	0	1	1	1
Latin America and the Caribbean	1	7	6	10	10	6	3	2
	2	3	3	1	1	3	6	5
	1+2	10	9	11	11	9	9	7
	3	1	2	0	0	2	1	2
Total	1	31	28	33	36	40	16	16
	2	10	12	10	7	11	17	22
	1+2	41	40	43	43	51	33	38
	3	5	5	3	2	4	10	6

1. These are naturally 'formal' products, which may or may not have received different levels of political/legal validation, the focus of this survey being essentially on the processes of educational planning/management.

(c) Actors: internal co-ordination

Analysis of the replies to this question clearly reveals the following trends:

the effective co-ordinating role played at central level by the structures responsible for educational planning and management in most countries;

the permanence of educational planning at several administrative levels (central/federal, regional/provincial, district, municipal/local) in the majority of countries;

the regulatory role played at central level by planning structures in cases where co-ordination is ensured within the framework of ministries other than that of education (e.g. the Ministry for the Plan, Ministry of Finance), through intersectoral planning committees or commissions, or in the case of countries having a federalist structure.

In most countries (approximately 40), there exists a specialized educational planning structure (department, directorate, office, unit or section), while in eight countries (Burkina Faso, Ethiopia, Kuwait, Yugoslavia, Cyprus, Finland, Luxembourg, Dominica), this function is mainly the responsibility of interdisciplinary and/or intersectoral structures such as commissions, committees, boards, etc.

With regard to the designation or name of the structures in charge of planning, it is to be noted that in 13 countries (all regions considered together), that designation refers solely to 'planning'. In many other cases, it is associated with other allied functions, or clarifies major functions of the educational planning process. The following are a few examples:

Planning and development: Nicaragua;

Planning and co-operation: Mauritius, Haiti;

Planning and educational guidance: Cameroon;

Planning and the budget/economy/finances: Ghana, Bulgaria, Viet Nam, Cuba, Venezuela;

Planning and investment: Greece;

Planning and evaluation/monitoring: Ghana, Mauritius, United Arab Emirates;

Planning and organization: El Salvador;

Planning and inspection: Republic of Korea;

Planning and information/statistics/informatics: Greece, Syria, Tunisia, Japan, Sri Lanka;

Planning and prospective studies: Czechoslovakia;

Planning and studies/research: Angola, Benin, Congo, Niger, Portugal, Japan.

In this regard, it is also important to note that, in the case of countries possessing specialized research structures, these take a regular part in the planning process.

Moreover, in the case of countries where planning is less an operational activity and more closely geared to the formulation of recommendations and the definition of the main lines of development of education systems (Japan and the Federal Republic of Germany are two cases in point), specialized structures[1] exist which are responsible for the formulation and analysis of educational policies at the highest level of the respective organizational charts (Private Office/Ministerial Secretariat) or at the level of research institutes (KEDI in the Republic of Korea).

Contrasting somewhat with this model, Thailand has planning units in all departments of the Ministry of Education, the central co-ordinating role being played by the Planning Division of the Secretary-General's Private Office. The case of Nicaragua should also be mentioned, where several structures involved in the educational planning and management process at the different administrative levels constitute a network for educational planning and administration, thereby providing an organic system of participatory planning.

(d) Actors: external co-ordination

All the replies to this question (as to the previous question) naturally concern the formal machinery/structures of co-ordination; an objective analysis of the problem would however require data on how the co-ordinating systems actually work.

As might be expected, in the vast majority of countries external co-ordination of the educational planning/management process is undertaken systematically by the ministries in charge of planning, economic development and public. finance. In some small countries where such ministries do not exist, these functions are co-ordinated at the level of the president's or prime minister's private office or secretariat.

The various sectoral ministries or their equivalent (social affairs, culture, the interior, land-use planning, employment, public works, etc.) are also regular partners in the external co-ordination system. In this regard, an interesting (and apparently growing) trend is to be noted in favour of setting up independent ministerial structures dealing with higher education (Zimbabwe, Syria, Tunisia, Thailand, Viet Nam, Federal Republic of Germany, German Democratic Republic, Cuba). In many small countries, co-ordination in respect of higher education is undertaken at university level (Ghana, Mauritius, Kuwait, United Arab Emirates, Qatar, Luxembourg, Trinidad and Tobago). In the case of countries having a federal structure (Federal Republic of Germany, Yugoslavia, USSR), or having a fully or highly decentralized administrative system (Japan, Korea, Philippines, Finland), the major work of co-ordination is undertaken at the level of the State/Federal Republic or at that of the provinces (or at district or even, in the case of Finland, at local level), the central authorities frequently playing a regulatory or mediatory role, as appropriate. It is curious to note that this trend mainly concerns countries in the Europe and Asia regions. A more thorough analysis of this factor, conducted in conjunction with a comparative study of for example the experience of many countries in the Latin America region, would undoubtedly lead to a reopening of the age-old debate concerning the distinction between decentralization and administrative devolution: in other words, what is the true extent and scope of decision-making and management at the local and subregional levels.

1. Japan: Policy Division; Federal Republic of Germany: Policy Planning Division.

The involvement of non-governmental organizations, and in particular of NGOs concerned with such population groups as young people and children, associations of parents of schoolchildren, women, religious communities, etc., appears to be more extensive in the countries of the Africa region (Burundi, Burkina Faso, Ghana, Mauritius) than in other regions.

2. Social/community participation

Social participation has increased considerably during the past two decades. The degree and level of such participation varies from country to country, and cannot be dissociated from the socio-political context in which it occurs.

Government administrative structures generally do not lend themselves readily to community participation, but the efforts made in recent years to improve and extend the role of participation have yielded significant results. However, those countries that replied to the questionnaire make it clear that such participation, far from being systematic, has still made very little ground either on the Latin American or African continents or among the Arab States.

A rapid review of the five regions covered by the survey makes it possible to identify the following main trends:

in Latin America and the Caribbean, community participation is not systematic, but is more intensive and more popular than in the other regions;

in Asia it occurs mainly at local level;

in Africa, it is less systematic and less well organized;

in the Arab States, it is still limited;

in Europe, it exists in the form of formal representation (trade unions, councils, boards).

Community participation is systematic in the case of Nicaragua (where it occurs within the Directorate-General for Planning and is reflected at regional level in the regional planning offices), Sudan (in respect of higher education) and Viet Nam (through the People's Councils at the provincial level and Parliament at the State level).

In other countries, participation is conducted through certain bodies, limited to an advisory capacity, that are concerned with questions of national importance, on a relatively long-term basis. Such bodies formulate recommendations concerning major options, but not concerning operational matters. This is the case of Chile (consultative and advisory institutions work in relation with the Economic and Social Council), Dominica, Ethiopia (associations are involved in the implementation of plans, in the mobilization of resources and in the monitoring of plan execution), and the Philippines (where numerous councils and associations have a say in the activities undertaken).

Finally, for the majority of countries, participation is uneven and occurs mainly at the local or even village level: examples are Indonesia, Sri Lanka, Burundi, El Salvador and Guyana.

Europe is a particular case in that participation operates to a greater extent through official channels, developing via formal representation. Trade unions play a major role in Cyprus, Greece, Luxembourg, Poland and Yugoslavia. Participation is of a markedly less local nature than in the other regions, and relations with the central authorities are more fully developed.

It may be asked whether the fact that community participation is limited mainly to the local level in developing countries does not result from the frequently cumbrous operation of the existing administrative centralization. This may well become too burdensome for the participatory process to be sustained and/or to develop.

Analysis of the different replies gives an insight into the extent to which community and social participation transcends the context of its customary 'clients': in other words, into whether it functions in relation with the labour market. A number of countries have developed such links:

In Africa, Burundi (where consultative meetings are organized with enterprises) and Zimbabwe (where enterprises and chambers of commerce take part in consultations); in the Arab States, Kuwait and Morocco (professionals are associated with the work of the provincial commissions) in the case of the Arab States; in Latin America and the Caribbean, Haiti (industrialists identify and even fund new training programmes); Europe has developed such relations on a far more intensive scale (for example in Cyprus, Greece, Luxembourg and the Federal Republic of Germany).

It is important to emphasize that only one country, Indonesia, refers to the role of the community in non-formal education. No other country replying to the questionnaire has yet developed a form of social/community participation that is capable of identifying needs, helping to programme educational schemes and advising in matters of curriculum design and preparation.

Community participation thus takes on a different dimension from one country or region to another. While notable results have been recorded, the following countries still have little or no community participation, even of a rudimentary nature: Benin, Angola, Burkina Faso, United Arab Emirates, Qatar, Syria, Tunisia, Republic of Korea, Thailand, Jamaica, Dominican Republic, Trinidad and Tobago and Venezuela. These 13 countries report that social/community participation is non-existent (or virtually non-existent) within the educational planning and management process. There are many reasons for this, but it is interesting to note that it is frequently the most disadvantaged sectors of the population, and not the privileged social groups, that are urged to participate in or contribute to the process. However, participation, which requires time, has also an economic and social cost which must be taken into account in order to overcome the 'resistance' of certain disadvantaged groups to becoming involved in the process.

B. EDUCATIONAL PLANNING MISSIONS/GOALS
(Who are the major beneficiaries?)

The purpose of this question was, on the one hand, to ascertain what priorities are assigned to educational planning goals and, on the other, to establish how these correspond to the strategies adopted in order to achieve them. However, the scope of the replies was so general as to rule out this approach. Instead, the goals have been grouped together in more or less logical categories, those relating to educational development policies being nevertheless distinguished, where necessary, from purely strategic goals, in so far as this could be done in an area so refractory to rigorous classification.

The following categories have been established:[1]

Policy goals (or goals of educational development policy)

(i) Improvement of the quality of education.

(ii) Generalization of basic education.

(iii) Improvement of the higher education system, in particular in the fields of science and research.

(iv) Development of technical and vocational education.

(v) Eradication of illiteracy.

(vi) Reduction of regional and social disparities.

(vii) Enrichment and development of the child's personality.

Strategic goals (or goals of educational development strategy)

(viii) Adaptation of curricula to the needs of the world of work.

(ix) Improvement of human resources management (educational personnel).

(x) Development of teaching for disadvantaged groups.

(xi) Reduction of adult illiteracy.

(xii) Increasing enrolment in pre-primary schooling.

(xiii) Development of the teaching of foreign languages.

(xiv) Adaptation of education to the international environment.[2]

Analysis of Table 3 reveals that the quality of education, basic education, the relationship between education, training and employment, literacy and higher education, are all matters of concern for many countries; higher education apparently receives less attention in Asia and Latin America and the Caribbean than in the other regions. Also noteworthy is the maintenance of strategic goals that are closely bound up with continuing action to democratize education, an emphasis that will be confirmed by the analysis of the last question included in the questionnaire.

1. The goals are listed on the basis of the number of countries that mention them, by decreasing order.
2. Depending on the context, this goal can also be regarded as an objective of educational development policy.

TABLE 3

Priority goals of educational planning, by category, region and country

Policy goals	Region					
	Africa	Arab States	Asia Pacific	Europe	Latin America and Caribbean	Total
Improving the quality of education	Benin Burkina Faso Ghana Mauritius Zimbabwe	Kuwait United Arab Emirates	Indonesia Viet Nam	Bulgaria Cyprus Czechoslovakia Portugal	Chile Dominica El Salvador Haiti Jamaica Dominican Republic Trinidad and Tobago Venezuela	21
Generalizing basic education	Benin Ethiopia Niger Zimbabwe	Mauritania Syria Tunisia United Arab Emirates	Maldives Sri Lanka Viet Nam	Portugal USSR	Chile Cuba Guyana Haiti Venezuela Nicaragua	19
Improving the higher education system, in particular in science and research	Burkina Faso Zimbabwe	Mauritania Syria Tunisia	Korea (Rep. of)	Czechoslovakia Germany (Fed. Rep. of) Greece Yugoslavia	Trinidad and Tobago	11
Developing technical and vocational education	Benin Cameroon Ghana	Sudan United Arab Emirates	Sri Lanka	Bulgaria German Democratic Rep. Germany (Fed. Rep. of)	Dominica Guyana	11
Eradicating illiteracy	Burkina Faso Ethiopia Ghana	Kuwait	Thailand	Greece Yugoslavia	Dominican Republic Guyana Haiti Jamaica	11
Reducing regional/ social disparities	Burkina Faso Cameroon Congo Mauritius Niger	Mauritania Tunisia	Maldives Philippines Sri Lanka			10

TABLE 3 (continued)

Policy goals	Region					
	Africa	Arab States	Asia Pacific	Europe	Latin America and Caribbean	Total
Developing education for disadvantaged groups	Burkina Faso	Mauritania Morocco United Arab Emirates	Philippines Thailand	Germany (Fed. Rep. of) (technical education)	Cuba El Salvador	9

Strategic goals	Region					
	Africa	Arab States	Asia Pacific	Europe	Latin America and Caribbean	Total
Curricula reform and adaptation	Niger Zimbabwe	Sudan Tunisia(1) Tunisia(2) United Arab Emirates	Indonesia Korea Maldives Thailand	Bulgaria Cyprus Germany (Fed. Rep. of) Portugal USSR	Cuba Dominica Dominican Republic El Salvador	18
Improving human resources management	Angola Burkina Faso Cameroon	Kuwait Tunisia(1) United Arab Emirates	Japan Korea Sri Lanka Viet Nam	Bulgaria Germany (Fed. Rep. of) Luxembourg	Guyana Trinidad and Tobago	15
Reducing adult illiteracy	Benin Ghana Niger	United Arab Emirates	Viet Nam		Dominican Republic	6
Enriching and developing the child's personality			Japan Maldives	Germany (Fed. Rep. of)		3
Increasing pre-primary enrolment rates	Cameroon Ghana			Poland		3
Developing the teaching of foreign languages		Syria		Finland		2
Adapting education to the international environment			Japan	Germany (Fed. Rep. of)		2

1 1

C. IMPLEMENTATION, MANAGEMENT, MONITORING
(Why do decisions/actions fail or not?)

Effective implementation is undoubtedly the most complex aspect of the educational planning and management process, given the many forms of interaction between the group, institutional and individual actors concerned, not to mention the actual complexity of the information and communication systems required. Moreover, it is clear that the success of any educational policy or action is mainly contingent upon the quality and effectiveness of its implementation, monitoring and evaluation, as will be seen below.

Analysis of the replies to this question has made it possible to identify and to assign priority (by decreasing order of importance) to the following problem areas:

(i) The absence or inadequacy of mechanisms or systems for monitoring/evaluating implementation which have been systematically and methodologically built up for the purpose. Some countries also referred in this connection to the climate of uncertainty (social, economic, political and international) in which education systems are operating.

(ii) The economic crisis and the inadequate provision of resources for education, including problems of the realism and consistency of the goals set (which are frequently unduly ambitious) and the resources allocated. One country (Portugal) also referred to the problem of inadequate past investment as a factor limiting the success of current policies.

(iii) The inadequacy or even absence of training in educational management methods and techniques for key personnel, a weakness that can also be linked to (and compounded by) the problem brought about by the fact that many small countries (a particular case in point is that of Maldives) tend to assign multiple responsibilities to educational administrators.

(iv) The existence of highly centralized and bureaucratic administrative systems, also entailing problems connected with inflexibile organizational structures and working methods. This moreover explains why many countries have stressed the key role of decentralization and regionalization as a factor making for more effective implementation.

(v) The contingent nature/inadequacy of decision-making processes, that are frequently slow, depend on the individual concerned, and are based on insufficient or poor-quality information. The need to devise more participatory decision-making processes was also referred to by a number of countries.

(vi) Inadequate co-ordination and communication between the institutional actors mainly concerned with implementation (action), and ill-adapted or inadequate participation by community structures in such implementation. To this may be linked the problem that in some cases teachers and administrators themselves are insufficiently involved in the implementation process.

(vii) The unsuitability or absence of information/research systems specific to the process of implementation and, hence, to monitoring and evaluation.

This list of problems is self-explanatory, and highlights the directions in which co-operative efforts might with advantage be developed at the international, regional and national levels with a view to overcoming or alleviating them.

TABLE 4

Categories of problems affecting the implementation process, by region and by country

	Africa	Arab States	Asia Pacific	Europe	Latin America and Caribbean
Information systems concerning monitoring/ research	Ghana Benin Burundi	Tunisia	Indonesia	Greece Cyprus Yugoslavia	Trinidad and Tobago Haiti
Economic crisis and inadequacy of resources	Angola Niger Benin	Tunisia Morocco Sudan	Thailand	Portugal Yugoslavia	Trinidad and Tobago Jamaica Chile
Inadequate training for key personnel	Mauritius Benin Burundi	United Arab Emirates Syria	Thailand Indonesia Maldives	Portugal Yugoslavia Greece	Guyana Trinidad and Tobago Cuba Jamaica
Centralized and bureaucratic administrative systems	Ghana	Tunisia Kuwait	Korea Sri Lanka Philippines	Poland Greece	Venezuela Nicaragua El Salvador Chile Guyana
Weakness of decision-making systems	Benin Sudan Zimbabwe	Kuwait Morocco Tunisia	Sri Lanka Philippines Indonesia	Cyprus Luxembourg	
Inadequate co-ordination and communication	Ghana	Kuwait Morocco Syria United Arab Emirates Tunisia	Thailand Japan Philippines	Greece	El Salvador Trinidad and Tobago
Unsuitability or absence of information/research systems	Ghana Benin Burundi	Tunisia	Indonesia	Greece Cyprus Yugoslavia	Trinidad and Tobago Haiti

D. THE INFORMATION/KNOWLEDGE BASIS

The performance of a country's educational planning and management process is largely governed by the information system (and by the calibre of that system) available in that country.

Countries were asked to indicate what statistical data were available and what main elements of the basic information system were used.

1. Availability of basic information[1]

A clear division is to be observed on this subject between, on the one hand, Africa and Latin America and the Caribbean and, on the other, Asia, the Arab States and Europe.

Only one African country (Ethiopia) and two Latin American countries (Chile and Cuba) report that all necessary data are available, as compared with five Arab, four Asian and six European countries.

In Africa and in Latin America and the Caribbean, 13 countries (respectively eight and five) have at their disposal only very basic data, while 16 others (eight African and the same number of Latin American countries) report a lack of data regarding certain specific areas.[2]

In the other regions, this dearth of statistical data is considerably less marked. In Asia, Maldives, Philippines and Thailand report that they do not possess all necessary data; among the Arab States, a similar lack is reported by Kuwait, Sudan and Tunisia; and in Europe by Greece, Luxembourg, Poland, Czechoslovakia and Yugoslavia.

To this region-by-region review it should be added that only three countries (Cameroon, Niger and Haiti) consider the available data to be highly insufficient. By contrast, pointed out above, many countries report a lack of data in regard to certain specific areas.

Statistical data are rated highly insufficient in regard to the subject that is precisely the one most difficult to measure and quantify, namely, the quality of education (in seven countries, including three European countries).

A lack of statistical data is also reported in regard to school premises and equipment (El Salvador, Congo, Cyprus), financial and budgetary aspects (Morocco, Niger, Angola, Dominica and Jamaica), the structure of the labour market and job opportunities for students (Burundi, Zimbabwe, Dominica, Guyana and Kuwait).

Finally, a shortage of data is reported in regard to adult education and education for disadvantaged groups, population trends, and the 'future' of education.

The information system available to educational planners and administrators is thus clearly inadequate in Africa and in Latin America and the Caribbean, and frequently deficient in the other regions (it is interesting to note that in Europe, where information networks are generally more extensively developed, six of the 12 countries that replied to the questionnaire considered that all the requisite data were available).

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1. For a proper understanding of the text, the reader should refer to the total number of countries per region.
2. These areas will be defined below.

2. The statistical basis

This question was aimed at identifying the major features of countries' basic information systems. Six foci were listed: enrolments, education personnel, quality of education (performance), costs/budgets, spaces/equipments, and resources allocation/use.

It emerges quite clearly from the replies received that the two foci regarded as most important are enrolments and education personnel. Only seven countries (Burundi, Congo, Ethiopia, Kuwait, Thailand, Greece and Cyprus) do not rate them as such.

These two foci are traditionally the most widely used as being the easiest to quantify (at the level of each commune or village, for example, it is relatively simple to establish records of the number of pupils enrolled and teachers serving).

Costs/budgets and spaces/equipment are, overall, regarded as highly important or important elements of the basic information system, despite the fact that the data available are frequently inadequate (cf. section D (1) of the questionnaire).

With regard to the quality of education, i.e. system's performance, the trend is completely reversed: less than half the countries considered (19 to be precise) consider this factor to be very important within the system of basic statistical data. It is worth stressing that five European countries refer to it as being 'irrelevant' (Greece, Cyprus, Luxembourg, Poland and Czechoslovakia), as compared with two that rate it as important (Finland and Yugoslavia) and four that rate it as very important (Portugal, German Democratic Republic, Federal Republic of Germany and USSR). For the other regions, the quality of education is ranked as an important factor by most countries, only two (Mauritania and Venezuela) excluding this variable from their statistical basis.

A number of factors other than those referred to above are used in the basic information system; Ethiopia refers to the contribution made by communities, Zimbabwe to curricula, the German Democratic Republic to birth rates and nursery schools, El Salvador to the social impact of education and Venezuela to socio-educational statistics.

3. Current research

Research projects aimed at promoting the information/knowledge level of given problems/aspects of the educational system are a key component of the planning and decision-making process, being designed to be used within that process in order to improve its effectiveness.

The accompanying tables give an overall picture, covering all the regions as a whole, of those research topics that are most frequently, and those least frequently mentioned. From this it emerges that the four most frequently mentioned topics are: informatics, educational facilities and school mapping, education for disadvantaged groups, evaluation of the different educational levels and drop-out/repetition rates.

The breakdown into five regions (Africa, the Arab States, Asia and the Pacific, Europe, Latin America and the Caribbean) enables the respective importance of these different topics to be measured for each geographical zone.

MOST FREQUENTLY MENTIONED RESEARCH TOPICS

Topic \ Region	Africa	Arab States	Asia Pacific	Europe	Latin America and Caribbean	
Development of informatics	+ -	+	-	+	+ -	14
Educational facilities and school mapping	+	+	+ -	/	+	11
Education for disadvantaged groups (including schooling for girls)	/	+ -	+	-	+	10
Evaluation of the different levels of education and drop-out/repetition rates	-	+	-	/	+	9
Educational costs and investment programmes	+	+ -	-	/	+ -	8
Quality of education	/	/	+	/	+	7
Education personnel teachers/ administrators	-	+ -	+	-	/	7
Curricula development/reform	-	-	+ -	/	+	7
Training/employment	-	-	/	+ -	+ -	6

Key:

+ : very frequently mentioned

+ : fairly frequently mentioned
-

- : little mentioned

/ : not mentioned

LEAST FREQUENTLY MENTIONED RESEARCH TOPICS

Topic \ Region	Africa	Arab States	Asia Pacific	Europe	Latin America and Caribbean	
Private education	/	+	+ -	/	/	4
Lifelong education	/	/	-	/	+ -	3
Population studies	/	/	/	+ -	-	3
Monitoring studies	/	-	/	/	/	1

Key:

+ : very frequently mentioned

+ : fairly frequently mentioned
-

- : little mentioned

/ : not mentioned

Africa gives priority to educational facilities and school mapping, followed by educational costs and, to a lesser degree, informatics.

The Arab States give pre-eminence to informatics, facilities and school mapping and, in second place, to education for disadvantaged groups, educational costs, educational personnel and private education.

Asia and the Pacific emphasize action on education for disadvantaged groups, the quality of education and education personnel and, in second place, facilities, curricula development and reform, and private education.

Europe is concerned, firstly, with informatics and, secondly, with training/employment and population studies.

Latin America and the Caribbean give pride of place to educational facilities, education for disadvantaged groups, evaluation of the different educational levels, quality of education, curricula development and reform and, to a lesser degree, to informatics, educational costs, training/employment and lifelong education.

Another fact to emerge from this rapid survey of the different regions is that the Latin American and Caribbean countries, which have a longer tradition of planning than do Africa, Asia and the Pacific and the Arab States, mention a greater number of research topics.

The only topics not to be mentioned are: education personnel, private education and monitoring studies.

The research topics proposed by the different countries of the five regions may be grouped together in four main categories:

(a) those relating to target groups;

(b) those relating to the performance and functioning of the education system;

(c) those relating to the resources used by the education system;

(d) those relating to technical aspects and to the methods used by educational planners.

(a) Research topics relating to target groups

The education of disadvantaged groups (including the school enrolment of girls, and that of marginalized urban groups) is a major topic of research for Latin America and the Caribbean (Chile, Cuba, Dominica and Haiti all mention it), for Asia and the Pacific (Maldives, Thailand and Sri Lanka) and, to a lesser degree, for the Arab States (Morocco and Mauritania). It should also be noted that no African country rates this as a priority research topic.

Latin America and the Caribbean, and Asia and the Pacific are two regions characterized by a substantial parallel economy, in which large numbers of children live on the fringes of society (mainly in towns) and have no access to education. It is thus essential to promote information and knowledge in order to be able to define the main lines of action of the educational planning process to be geared to these disadvantaged groups.

With regard to lifelong education, only Maldives, Chile and the Dominican Republic regard it as a priority research topic.

(b) Research topics relating to the performance and functioning of the education system

The development of informatics and its increased use in secondary education is the research topic that is most frequently mentioned. For example, it is quoted by five European countries (German Democratic Republic, Czechoslovakia, Greece, Yugoslavia and Luxembourg), four Arab countries (Kuwait, Syria, Mauritania and Tunisia), two Latin American and two African countries (Chile, El Salvador, Ethiopia and Zimbabwe), and by one Asian country (Philippines). Computers are a means of improving the quality of education (mentioned by three Asian and four Latin American countries), and the usefulness of informatics is now recognized by one and all.

The performance and the functioning of the education system are also topics that are studied through the evaluation of the different educational levels (such evaluation being of concern to Zimbabwe, Kuwait, Syria, Qatar, Republic of Korea and four Latin American countries: El Salvador, Guyana, Jamaica and Nicaragua); also through the evaluation of drop-out and repetition rates, this being ranked as a major research topic by Zimbabwe, Syria, Qatar and Guyana.

While the teaching of foreign languages is mentioned by only one country (Syria), curricula development and reform are regarded by several countries as priorities in enabling the quality of education to be improved and better account to be taken of the needs of disadvantaged groups (Mauritius, Kuwait, Philippines, Thailand, El Salvador, Dominican Republic and Venezuela).

(c) Research topics relating to the resources used by the education system

The main resource of the education system is its personnel, teachers and administrators, who must as a general rule be capable of meeting the demands and aspirations of the schoolchildren for whom they are responsible.

It is noteworthy that none of the Latin American countries that replied to the questionnaire refer to this topic; the performance and functioning of the education system are ranked by them considerably higher in the order of priorities than the resources used.

School mapping is a research topic cited by six countries in Latin America and the Caribbean and Africa (Chile, Cuba, Haiti for Latin America and the Caribbean and Benin, Burkina Faso and Cameroon for Africa) and in Asia and the Arab States by four countries (Philippines and Republic of Korea; Morocco and Tunisia).

(d) Research topics relating to technical aspects and to the methods used by educational planners

These topics cover investment programmes and educational costs, monitoring studies and population studies. It should be pointed out that only the first-mentioned topic (investment programmes and educational costs) is mentioned by a significant number of countries: eight, including three in Africa, two in the Arab States, one in Asia and the Pacific, and two in Latin America and the Caribbean. Population studies are regarded as a research topic by only two European countries (German Democratic Republic and Poland) and by Cuba. It should also be noted that monitoring, which is one of the major deficiencies in the educational planning and management process in the countries concerned (see the section on 'Implementation, management, monitoring') is mentioned by only one country, Kuwait.

In conclusion, it may be noted that research projects aimed at promoting information in the planning and decision-making processes differ from one region to another, and even within each region.

Nevertheless, four topics may be considered to have received the greatest attention, namely, informatics, education facilities, disadvantaged groups and the functioning of the different educational levels.

This rating appears to reflect current world trends inasmuch as computers have become a vital means of enhancing the performance of the education system - a system in which inequalities have increased since the economic crisis, actually, excluding children from the system; in which new buildings are required in many cases to cope with very high population growth rates; and whose increasing complexity makes it essential to have a reliable and accurate way of evaluating the output and functioning of the different levels of education.

4. Observations

Analysis of the observations formulated by the different countries regarding the information system gives us a very general picture of the issues most frequently raised in this connection.

As will be noted, these observations consistently relate to deficiencies. These deficiencies affect many countries' information systems and frequently hamper effective implementation of the educational planning and management process.

At the first level, these deficiencies are reflected in a lack of data concerning various key features of the education system. Before enumerating them, it should be pointed out that the most common observation concerns the lack of qualitative data. As has been noted throughout the survey, the qualitative conception of education seems clearly to have superseded the quantitative conception which was still current some years ago.

Data are lacking mainly in regard to disadvantaged sectors of the population, the age structure of the school population, drop-out and repetition rates (a phenomenon that persists in many developing countries, despite all efforts to promote democratization), parents' expenditure on their children's education, and the financing of the education system in general.

These observations are particularly relevant, since the availability of such information should give educational planners a sounder basis for making development hypotheses while at the same time adapting development as closely as possible to the various categories considered (disadvantaged groups, the young and the less young, individuals with learning difficulties, etc.) and budgeting future expenditures on the generalization of basic education.

At the second level, inadequacy is reflected in a lack of qualified personnel, and hence of specialists able to collect and process rapidly and effectively the data available. Nicaragua, Portugal, Ethiopia and Zimbabwe all consider that they do not have sufficiently trained and qualified personnel, while Angola, Philippines, Indonesia and Tunisia are faced with problems of data collection and processing.

These two aspects need to be considered with particular attention in that they are the preliminary to all future action. In other words, it is no use collecting data on the above-mentioned topics if qualified personnel are not available to process them.

The information system cannot become truly effective unless long-term provision is made for the training of large numbers of people in both the technical aspects (such as the use of the new information technologies) and the social and human aspects of the educational process.

E. EDUCATIONAL PLANNING/MANAGEMENT SUCCESSES, PROBLEMS, INNOVATIONS

The replies to this question reveal differences in the ways countries interpreted it. Some referred specifically to recorded results, while others pointed to qualitative or quantitative changes in the education system, even recently introduced ones. Frequently the replies focused more on goals than on the resources marshalled in order to achieve those goals. Finally, the distinction was not always drawn between 'successes' and 'innovations', a failure which has led us to associate these two concepts.

For the purpose of analysing the successes/innovations generated within the planning/management process, replies have been grouped together according to the following categories:

(i) Democratization, including progress recorded in relation to the goal of education for all, development of literacy, improvement of curricula, etc.

(ii) Satisfaction of the social demand, including control expansion of the education system's coverage and retention rate, satisfaction of requirements in respect of teaching staff and the general expansion of school enrolments.

(iii) Rationalization/optimization of financial resources, including diversification of resources and greater participation on the part of communities/the private sector in the financing of education.

(iv) Efficacy and effective results of the educational planning and management process, including greater reliance on planning, the development of micro-planning, the improvement of implementation, the enhancement of the information system and the training of planners and administrators.

(v) Decentralization of administration and participation by local communities.

(vi) Educational reforms, relating to the establishment of new and appropriate educational models/structures.

(vii) Planning of higher education, including rationalization of the higher education system, the integration or differentiation of non-university and university education and the development of strategic planning at this level.

TABLE 5

Success of educational planning
by category of analysis and by region

Category of analysis	Region				
	Africa	Arab States	Asia Pacific	Europe	Latin America and Caribbean
Democratization	Benin Burundi Ghana	Kuwait	Thailand Philippines	Yugoslavia Portugal	Guyana Chile
Social demand	Benin Burundi	Morocco		Bulgaria Cyprus	Cuba Chile Guyana Venezuela
Rationalization of financial resources	Niger Burundi	Syria Morocco			
Educational planning process	Niger	Qatar Syria United Arab Emirates Mauritania Morocco Tunisia	Philippines	Portugal Greece German Democratic Republic USSR	Dominican Republic Cuba Venezuela Chile Jamaica Dominica
Decentralization	Ghana		Maldives Philippines Korea	USSR	Chile El Salvador
Reforms			Japan Philippines	Greece	Trinidad and Tobago Venezuela
Planning of higher education	Burundi Ghana	Sudan	Thailand Philippines		Chile

Table 5 shows that the areas in which the greatest number of successes have been recorded are the democratization of education and the development of the planning/management process, the former being marked in the countries of the Africa region and the latter in the Arab States, in Latin America and the Caribbean and in Europe.

In terms of individual countries, it is interesting to note the success scored in Japan, in establishing an education system (the 6-3-3-4 model) designed as a basis for industrial development and as a factor in the development of an information-based society; in Trinidad and Tobago in setting up a training employment programme for young people; in the Republic of Korea, in bringing about the decentralization of education including the development of total independence for educational establishments and local authorities (in regard to education); and in Kuwait, in promoting large-scale literacy activities.

The problems encountered in the educational planning/management process have been grouped together in the following categories:

External

(i) Political context, relating for example to conditions of political instability, war, conflict, etc.

(ii) Social context, relating to major problems concerning for example the absence of dialogue between parents of schoolchildren and the school authorities, or the non-fulfilment of the social demand of certain minorities.

(iii) Economic context, relating mainly to the economic and financial crisis, the inadequacy of resources and the persistence of poverty.

Internal

(iv) Internal inefficacity of educational planning and management, including problems relating to the absence of co-ordination among the different actors, the mobility of educational personnel, bureaucracy and the lack of administrative flexibility, and the total lack of skilled educational planners and managers.

(v) Inadequacy of information systems, particularly with regard to the statistical basis and research.

(vi) Quality of education, including unsuitable curricula and the poor quality of basic education.

(vii) Insufficiency of qualified human resources, concerning mainly the total lack or shortage of qualified personnel for technical education.

TABLE 6

Problems encountered in regard to educational planning/management by category of analysis and by region

Problem category	Region				
	Africa	Arab States	Asia Pacific	Europe	Latin America and Caribbean
EXTERNAL					
Political context	Angola			Yugoslavia	
Social context	Benin		Philippines	Yugoslavia	
Economic context	Ghana Niger	Kuwait	Philippines		Chile Nicaragua Dominican Republic
INTERNAL					
Internal efficacity of educational planning/management	Ethiopia Congo Benin Angola Burundi	United Arab Emirates	Indonesia Korea (Rep. of) Philippines	Yugoslavia Greece Bulgaria	Dominican Republic El Salvador
Information systems	Angola Burkina Faso Burundi	Kuwait	Philippines	Cyprus Greece	Haiti
Quality of education	Ghana	Kuwait			Jamaica Venezuela
Human resources		Kuwait United Arab Emirates		Yugoslavia	

While certain external problems are specific to particular countries (the armed conflict in Angola, for example, or the political and social conflicts between certain republics in Yugoslavia), others are of a more general nature, as for example the severe economic recession and the poverty afflicting many developing countries.

As regards internal problems, it is naturally in the context of the educational planning and management process, and of the information/research system, that these are given greatest prominence, by countries in all regions.

F. PROVISIONAL CONCLUSIONS: LINES OF FORCE OF EDUCATIONAL PLANNING AND MANAGEMENT TODAY

Despite the relatively small number of replies to the questionnaire, certain lines of force can be identified in regard to educational planning and management today.

For some years now there has been talk of a 'crisis' in educational planning, corresponding as it were to a questioning of its usefulness and relevance for the conduct of the educational development process. Yet at this stage of analysing the replies to the questionnaire it emerges that on the contrary the crucial role played by educational planning and management (EPM) in the development of education is today more dynamic than in the past, less technical and more strategic, less focused on products (as a result in particular of the failure to implement many educational development plans in the past), and more geared to a process in which a whole range of actors take part.

The constantly evolving context in which education develops is undoubtedly more complex and uncertain than that of the 1960s and 1970s. This incidentally explains the great importance attached to the concept of strategic planning, in particular as regards the analysis of the constraints and the climate of uncertainty that characterize the socio-economic and political environment of the different education systems.

In addition to these key aspects, other lines of force may be summarized as follows:

The growing awareness, and readiness to take account, of a differentiated social demand, and the corresponding development of EPM activities aimed at special population groups.

The existence and widespread importance of five basic aspects of EPM: information,[1] anticipation, co-ordination, implementation and evaluation, the specific weight assigned to each varying from region to region.

The decisive role of educational policy analysis and the need to enhance national technical capabilities in this area.

The existence of regular participatory practices in the field of EPM, the importance and efficacy of which are frequently associated with the regionalization/decentralization of educational administration systems and the involvement of the actors concerned.

The increasingly dynamic role played by educational organizations at grass-roots level in the management of their own development.

These conclusions are necessarily provisional, and can be amplified only once an analysis has been made of a more significant number of replies, properly representative of each region.

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1. Including both basic statistical information and information and knowledge generated by research activities.

ANNEX

UNESCO
Division of Educational
Policy and Planning

S.E.P.
Secretaría de Educación Pública
México

SURVEY ON THE SITUATION OF EDUCATIONAL PLANNING AND MANAGEMENT IN THE WORLD

INTERNATIONAL CONGRESS "PLANNING AND MANAGEMENT OF EDUCATIONAL DEVELOPMENT"

Organized by Unesco and the Secretariat of Public Education, Mexico.

(Mexico, 26-30 March 1990)

Country: .....

Filled in by : .....

Name : .....

Unit : .....

Function : .....

Address : .....
.....
.....

Signature

Date

COUNTRY PROFILE

Terms of Reference

A. THE EDUCATIONAL PLANNING/MANAGEMENT PROCESS

1. In general, the educational planning/management process is characterized by the processing of information, policy analysis, decision making, action, implementation, monitoring/evaluation. The products or outputs of the decision-making process may have several formats : plans, programmes, projects, budgets, single decisions, laws, regulations, etc.

Roles/Functions

(a) According to your country's tradition, we would like to know what major roles are played by the educational planning/management process (use 1 for very important, 2 for important and 3 for irrelevant) :

(i)	Information/statistical processing	1	2	3
(ii)	Policy analysis	1	2	3
(iii)	Decision-making	1	2	3
(iv)	Research on key educational issues	1	2	3
(v)	Elaboration of educational programmes/ projects	1	2	3
(vi)	Investment analysis and management	1	2	3
(vii)	Budgetary analysis and management	1	2	3
(viii)	Management of action implementation	1	2	3
(ix)	Monitoring/evaluation	1	2	3
(x)	Other (specify)	1	2	3

Observations :.....

.....

.....

.....

Products

(b) What are the most regular products or tools generated within and by the educational planning/management process :

(i)	Sector plans	1	2	3
(ii)	Sector or intersectoral programmes	1	2	3
(iii)	Educational projects	1	2	3
(iv)	Annual budgets	1	2	3
(v)	Investment plans/programmes	1	2	3
(vi)	Laws, regulations	1	2	3
(vii)	Case-by-case decisions	1	2	3
(viii)	Other (specify)	1	2	3

Observations : .....
.....
.....
.....

Actors

Internal Coordination

(c) In most countries, the educational planning/management process is carried out by several institutions. Kindly indicate the institutions/units/departments which are intensively involved in the process, and the one or ones which play a leading or coordinating role. It would be useful to attach an organigram of the Ministry of Education and, if possible, a flow chart regarding the educational planning/management process.

Actors

External coordination

(d) The educational planning/management process also requires the active involvement of several institutions outside the Ministry of Education. Please indicate those institutions, focussing on their major roles or contributions.

Social/community participation

2. The degree and level of participation of specific social/professional sectors of the population in the planning/management process varies from country to country. Could you kindly refer to this problem by mentioning whether such a participation is or not regular and systematic, at what level it takes place and which type of mechanisms or means are used to promote such participation ? (Examples : regular consultations, advisory committees, councils, ad hoc forums, case-by-case meetings, etc.)

B. EDUCATIONAL PLANNING MISSIONS / GOALS

(Who are the major beneficiaries ?)

While in some countries the education planning plays a system oriented regulatory role, in most countries it is assigned to major missions or targets (quality of basic education, eradication of illiteracy, human resources development, technical education, rural education, etc.). Could you give precise information regarding the major missions, priority goals of the educational planning and what policies or measures are being used to observe/operationalize such missions. (Examples for major missions : massive reduction of adult - mainly women - illiteracy ; Examples for main policies or measures : 1. Allocate resources to non-governmental organizations for the delivery of 200.000 literacy hours ; 2. Organization of 1.000 literacy circles in rural areas, etc.).

C. IMPLEMENTATION, MANAGEMENT, MONITORING

(Why do decisions/actions fail or not ?)

Effective implementation is certainly the most complex aspect of any education planning/administration process. You are kindly invited to elaborate on your country's experience on this subject, referring to any major difficulties (Examples : quality of the decision-making process, relation targets-resources, work organization, political commitment, etc.), innovations, either at the administrative or the methodological dimensions of implementation, including the reference to eventual monitoring mechanisms for the implementation follow-up and to evaluation modalities.

D. THE INFORMATION/KNOWLEDGE BASIS

Information is the very resource of the educational planning/management processes. An information system for planning and management may cover several complex dimensions : it varies from the simple collection, processing and use of statistical data to the conduct of systematic or regular research (decision oriented) on specific subjects/aspects of the educational system.

1. Kindly refer to the statistical data for planning and management purpose available in your country :

(i) All necessary data is highly available /_/

(ii) Only very basic data is available /_/

(iii) Some specific areas lack relevant data (which ?) /_/
.....
.....
.....

(iv) Available data is highly insufficient /_/

2. Kindly report on the major focus of your country's information basis system.

Statistical basis

(i)	Enrolments	1	2	3
(ii)	Education personnel	1	2	3
(iii)	Quality of education (system's performance)	1	2	3
(iv)	Costs/budgets	1	2	3
(v)	Spaces/equipment	1	2	3
(vi)	Resource allocation/use	1	2	3
(vii)	Other (specify)	1	2	3

3. Current/regular research

Kindly give indication on recent/current research project(s) aiming at promoting the information/knowledge level of given problems/aspects of the educational system and whose results are supposed to be used by the planning/decision making processes.

4. Please mention here any observations you might wish to make regarding the information system (Examples, needs for specific data, methodological problems, etc.).

E. EDUCATIONAL PLANNING/MANAGEMENT SUCCESSES, PROBLEMS, INNOVATIONS

In this section, you are invited to reflect some major successes, problems and/or innovations generated/faced by the educational planning/management process in your country, referring to the area or target pursued by it.